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ABSTRACT

The manual explains how to plan, implement, and evaluate an alternative learning resource center approach to mainstreaming for elementary school students classified as educable mentally retarded, perceptually impaired, or neurologically impaired. (It is noted that a 3-year learning center demonstration project, funded under Title III, was developed to serve 58 handicapped students attending the Winslow Township, New Jersey public schools.) Summarized in chart form is the Program Evaluation and Review Technique (PERT) for identifying and implementing steps in developing a learning center program. Individual chapters are devoted to three major components: paving the way (including needs assessment and development of program acceptance); program planning and development (including goals, facilities, policies, and services); and program implementation and operation (including activities, screening and referral, and evaluation). Five appendixes include a statement of New Jersey's mainstream philosophy, guidelines for a resource room program, and a sample resource room observation form. (LH)

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RESOURCE ROOM APPROACH TO MAINSTREAMING

AN IMPLEMENTATION GUIDE

EC123446

LEARNING CENTER:

Integrated Alternative to Special Education

IMPLEMENTATION MANUAL

by

Arthur D. Rainear
John McCool

Pursuant to a Grant to the

Winslow Township Public Schools
Blue Anchor, New Jersey
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Educational Improvement Center
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Project Director
Winslow Public Schools

IMPLEMENTATION MANUAL

A step by step explication of the implementation and evaluation of a program to maintain special education students in the mainstream of education.

The materials presented herein were prepared pursuant to a Grant from the New Jersey State Department of Education, Office of Program Development, under provisions of the Elementary and Secondary Education Act of 19645, Title III. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education.

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INTRODUCTION

Learning Center: Integrated Alternative to Special Education was developed in the Winslow Township public schools over a three year period, September 1971 through the academic year 1973-74. The overall goal of this project was to eliminate the isolation of students who were classified as educable mentally retarded, perceptually impaired, and neurologically impaired. Students so classified were offered an educational program that included activities in the regular classroom as well as in a learning center. On the average the students spent half of their school day at each site. Their educational program was individualized to meet their specific needs. The project had completed its second year of development.

Several research reports indicated that the self-contained special education classroom in the elementary school was inadequate to meet the educational and social needs of special education students. There were two main reasons for this. The first was that the students were isolated from their natural peer group and thus did not have an opportunity to learn from them. The second was that the isolation itself damaged the students' self-concept and thus impaired both cognitive and affective development. This project was designed to replace the isolated special education classrooms within the Winslow Township public schools. After two years of operation there were two elementary schools which had

learning centers. They served fifty-eight students.

The learning centers were equipped with a wide variety of programmed, individualized, and multi-media instructional materials. The learning center teachers were assisted by volunteer parents, college students, and retired citizens. Working together, these persons provided a generous amount of individualized attention to the students.

DESCRIPTION OF MANUAL

This manual has been prepared as a step by step guide for others to use as they replicate this type of program. The contents of the manual represents a process approach to implementing and operating a special education learning resource center program. General procedures, guidelines and recommendations are presented for consideration purposes only. The replicability of any program varies from district to district. In using this manual the educational planner is advised to assess the appropriatness of each step in the process. The specific elements required for each step are left to the discretion of the planner.

The format of the manual is that of a PERT chart which identifies not only the implementation steps but also the relationship of these steps to one another. Recommendations are provided for each step in the process.

The staff of another district or school dedicated to implementing a similar program should select the steps applicable to the situation, identify the person or persons responsible for each step and designate the accomplishment time span for each appropriate activity. By doing so this manual can serve as the basis for an implementation program.

A complete implementation chart will be found in the first several pages of this manual. The body of the manual is an explanation of the individual steps. The process and therefore the chart is organized into three major components: paving the way, program planning and development, and implementation and operation. It is indeed our express desire that this manual assist you in establishing a successful learning resource center program.

Note: Accompanying support materials have been developed and are available in separate document form.

PERT CHART

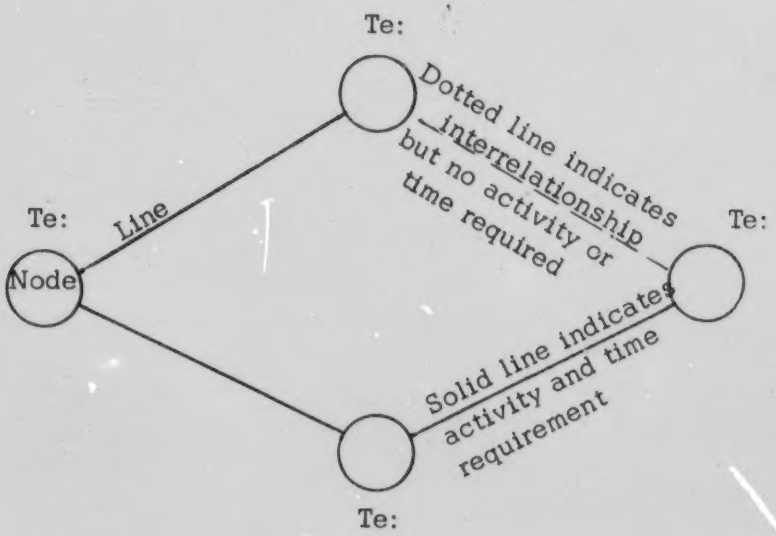
The Program Evaluation and Review Technique usually identified as PERT is basically a schematic network of lines and nodes indicative of incremental project activities. The lines are used to denote process sequence, interdependencies and constraints or relation. Nodes are used to symbolize an instance in time. Nodes indicate both the completion and beginning of activities. Simply stated, the line represents the process, while the node represents the initial/final action.

PERT networks also usually denote time. The most commonly used time is "expected completion time."

The PERT network enclosed in this manual has been designed to serve a universal purpose. Time allocations have been deliberately excluded from the network thus enabling the educational planner the opportunity to calculate the project's expected time duration.

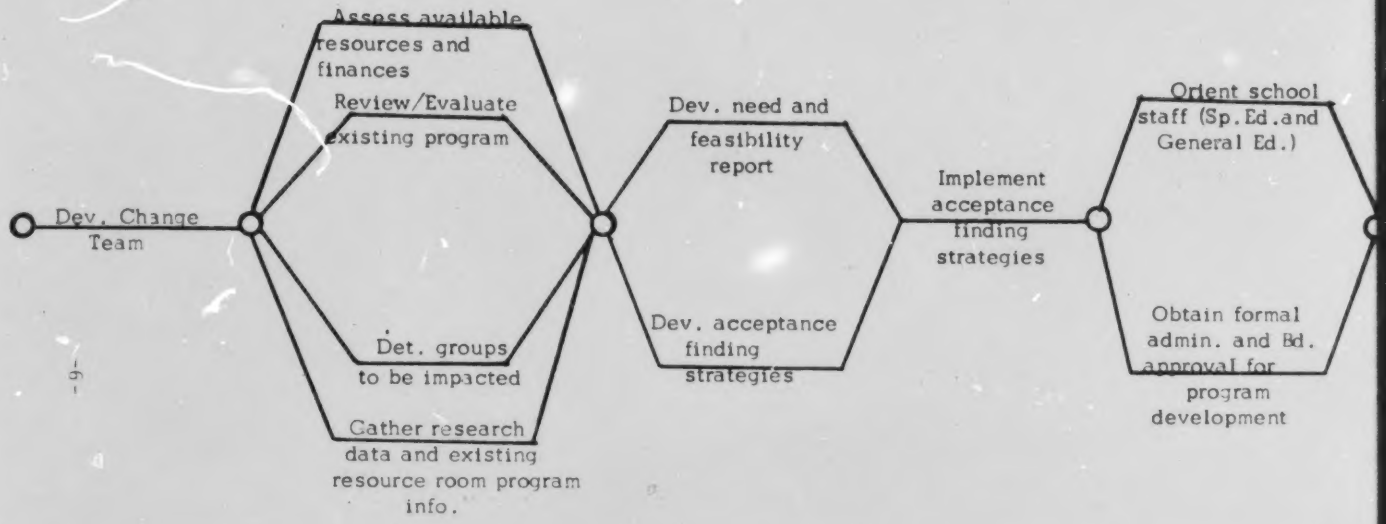
To maintain simplicity, the network has also been subdivided into the three distinct aforementioned areas. The network should, however, be considered in its totality. In actuality, some of the sequencing of activities should continue directly from one sheet of the network to the next (indicated by dotted lines.)

Disagreement in terms of the types and sequence of activities would not be unusual. Modifications and changes in the network may be desirable based upon the educational planners' needs. Hopefully, however, the enclosed PERT plan will provide a basis for the replication of the Winston Plan.


Te:
Dotted line indicates interrelationship but no activity or time required
Te:
Line
Te:
Node
Solid line indicates activity and time requirement
Te:

PAVING THE WAY

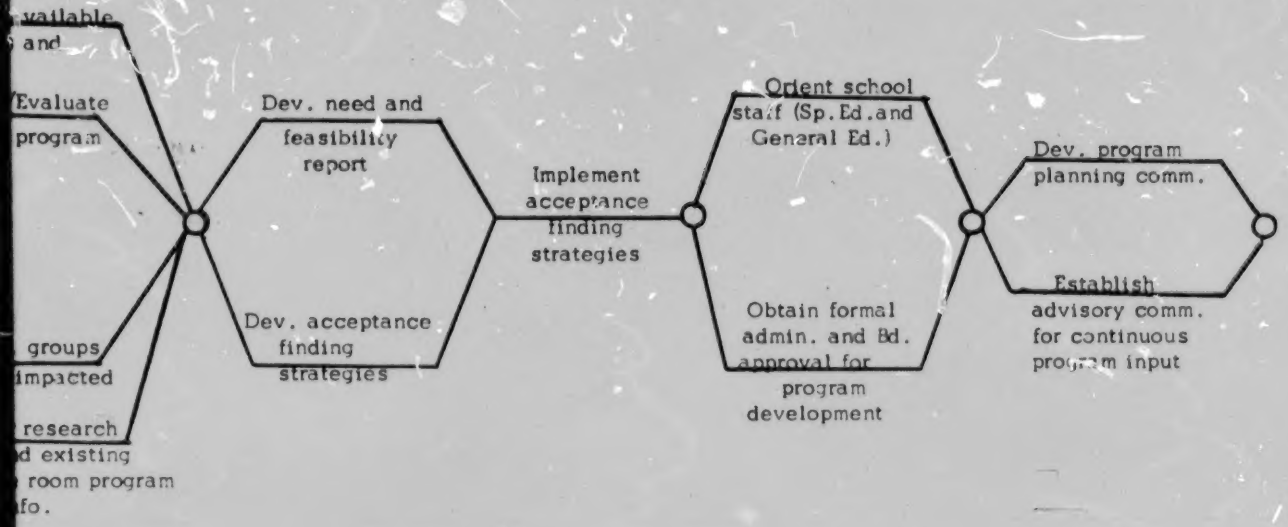
- Determine Need and Feasibility
- Obtain Concept Acceptance


Dev. Change Team
Assess available resources and finances
Review/Evaluate existing program
Det. groups to be impacted
Gather research data and existing resource room program info.
Dev. need and feasibility report
Dev. acceptance finding strategies
Implement acceptance finding strategies
Orient school staff (Sp. Ed. and General Ed.)
Obtain formal admin. and Bd. approval for program development

PAVING THE WAY

. Determine Need and Feasibility

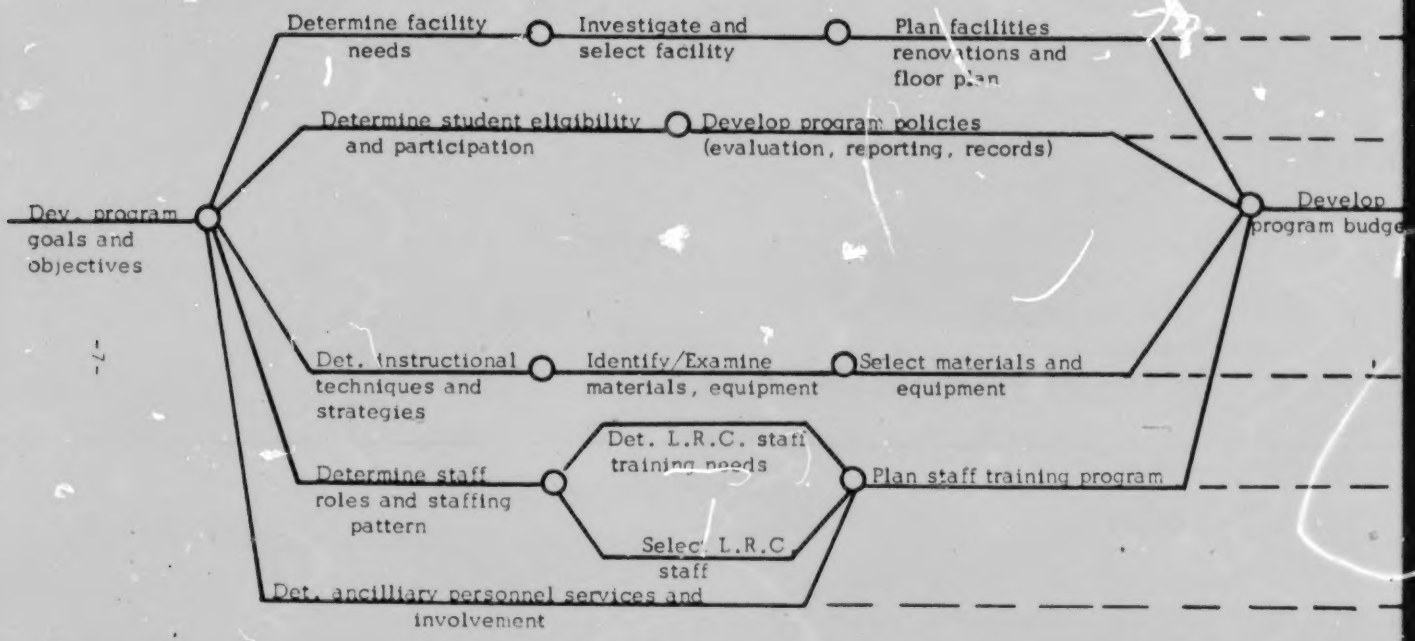
. Obtain Concept Acceptance



PROGRAM PLANNING AND DEVELOPMENT

. Develop Program Goal and Objectives

. Plan Program Services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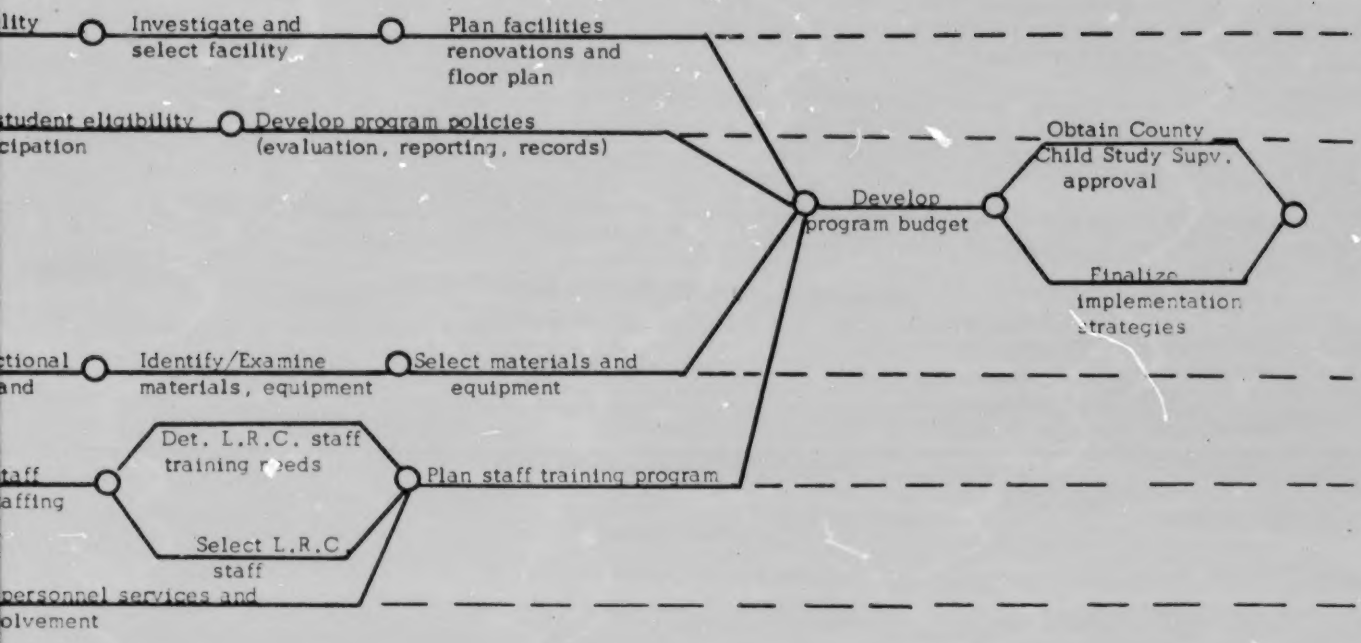

PROGRAM IMPLEMENTATION/OPERATION

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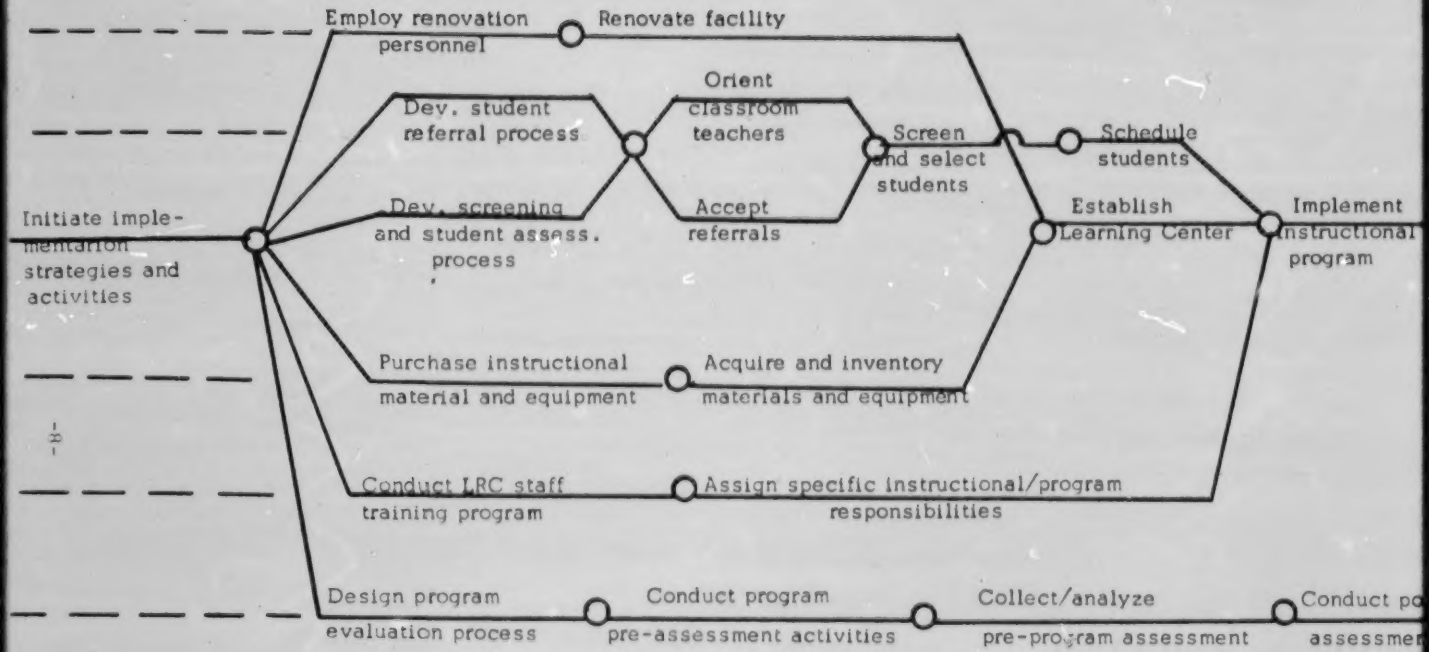

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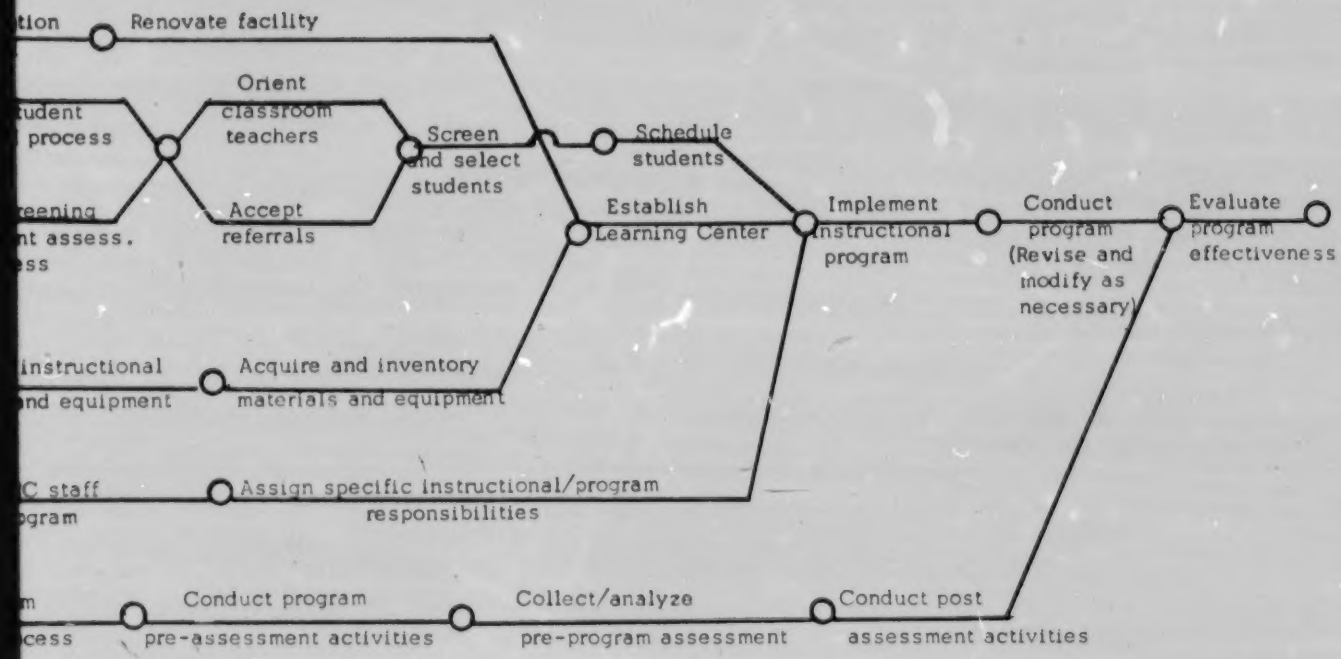


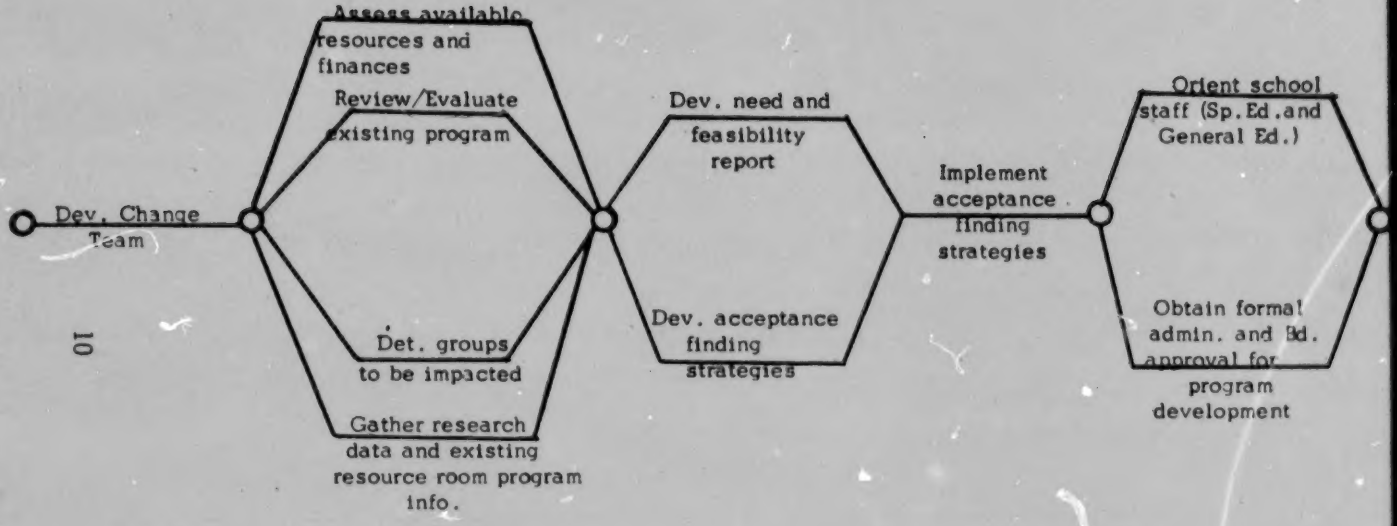
CHAPTER I

PAVING THE WAY

PAVING THE WAY

. Determine Need and Feasibility

. Obtain Concept Acceptance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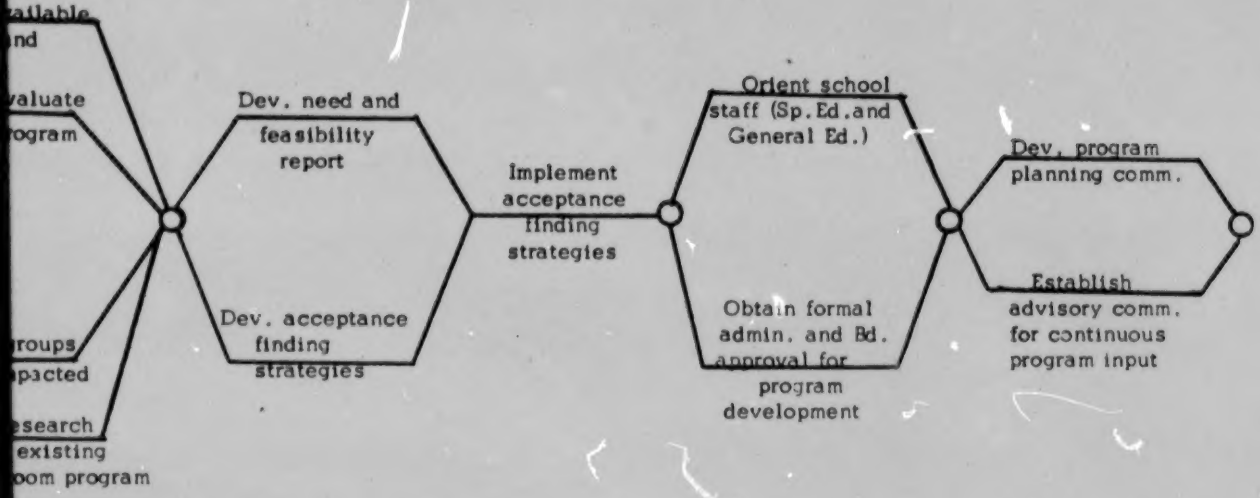


TASKS

ASSIGNMENTS

RESOURCES

NOTES

PAVING THE WAY

Change itself is inherently threatening. New ideas are frequently met with skepticism and occasionally with ridicule or ostracism. In order to effectively implement a new idea, concept or program, it is imperative that considerable attention be given to acceptance finding strategies. Innovations in recent years have become fully cognizant that gearing up for change is an extremely crucial element in the change process. This preparation for change is oftentimes more difficult to achieve than the change itself.

"Paving the Way" considers the process of preparing for change in terms of the "innovator" or "change agent" developing a rationale and basis for change, and obtaining support for the projected change through the involvement of personnel who will be impacted by the change.

The following activities are representative of activities which must be considered in obtaining acceptance of the proposed program.

ACTIVITIES AND RECOMMENDATIONS

Development of a District Change Team

The implementation of a special education learning center as a mainstreaming alternative to self-contained special classes is a complex undertaking. Eventually if the implementation process is to be successful and the learning center to become a viable alternative to self-contained special classes, all aspects of the school environment will need to play a significant role.

The complexity of this undertaking requires that qualified and sufficient human resource be allocated to the task of implementation. To fulfill the need

Development of a District Change Team (Continued)

for human resources. The Winslow Plan requires that the initial event in planning a learning center is the establishment of a change team. This change team must be appointed by the Board of Education. Its primary function will be to plan, develop, and execute the implementation of the center.

Time for planning is a crucial as well as essential ingredient in any change process. Each member of the change team should be provided with a minimum of five days released school time. Each change team member should fully recognize that a significant amount of personal time may also be necessary. For the purposes of valuable input as well as vital representation, a change team should consist of a minimum of four members representative of each of the following:

1. Regular classroom teachers
2. Special Education teachers
3. Child Study Team
4. Administrators

It may, however, be highly desirable to consider a broader based change team through either additional representation or ad hoc membership. Consideration should be given to including a special area instructor (i.e. remedial reading teacher), a parent of special education student (i.e. Association for Children with Learning Disabilities), a parent of regular education student (i.e. PTA representative), a representative of the local professional education association, and representatives of the community at large.

Development of a District Change Team (Continued)

Two alternative selection procedures may be considered in establishing the change team:

A. The appropriate personnel are informed of the intended creation of the change team and requested to submit names on a voluntary basis from which the chief school administrator will select members representative of the appropriate change team composition.

or

B. Each appropriate representative group selects or appoints its own representative to the change team.

Regardless of what selection procedure is employed, the chief school administrator should recommend to and obtain from the Board of Education; an appointment of membership, and a commitment of the desired released time.

Once formal appointment of a change team has been obtained, a:

A. A chairperson should be designated either through a team selection process or appointment by the chief school administrator.

B. Under the direction of the chairperson the change team should

- make a determination of the activities that must be accomplished (hopefully utilizing this manual)
- assign personnel their specified responsibilities
- allocate time for accomplishment of the designated activities and responsibilities
- establish a calendar of meeting dates, visitations, etc.

Assessment of Available Resources and Finances

A determination of the LEA fiscal resources as well as a tentative financial commitment to a center must be made. Initially it is reasonable to expect the need to increase the LEA expenditure per pupil by approximately 10%. This increase includes expenditures for inservice training programs, facility renovations, and the purchase of multi-media materials.

An assessment of facility resources must also be made. Generally speaking, with minor renovations, present special education facilities can be converted to a learning center.

In preparing the report, the following questions should be considered:

1. Will the LEA make an additional commitment of funds to implement a learning center?
2. What are other potential sources of funds? Can existing expenditures be reallocated?
3. What is the general level of commitment of funds?
4. What facility or portion thereof will be the learning center?
5. What renovations, if any, will be necessary to convert present facilities to a learning center?

Review and Evaluate Existing Programs

One of the most crucial elements in proposing change is an assessment of the existing program. Quite often change has been forthcoming without consideration being given to the effectiveness of the present program. Before proposing any change, it should be definitely ascertained that the present program is ineffective. Undeniably this is one of the most difficult activities to accomplish. The collection of baseline data is essential to this activity. Unfortunately many districts will not have adequate data to conduct a thorough review of their existing programs. All available data pertaining to the present program should be reviewed as well as an attempt made to collect pertinent data that is not presently available. Changes should be proposed only if the review indicates negative findings in regard to the existing program. Negative reactions of the professional staff and community during the review may be detrimental to future plans. In assessing the program care must be taken to indicate that the program, not professional performance, is being assessed.The involvement of all personnel who may provide pertinent data regarding the program is highly desirable and often thwarts negativisim. Consideration should be given to the following questions during this assessment.

1. What are the goals of the existing program? Are the goals desirable and appropriate?
2. To what degree are the goals being accomplished?
3. What are the indicators used to measure the goals?
4. Have all sources of information been considered?
5. Is there substantial justification to warrant the proposed change?

Determination of Groups to be Impacted

In order for the learning center to be implemented, several groups within the school and the community should be informed of the need. These groups include:

The Board of Education

Parent Teachers Association

Community sponsored youth organizations

Boy Scouts

Girl Scouts

Little League

4H Clubs

Local Professional Education

Parental Association

Association for Children with Learning Disabilities

Association for Retarded Children

Particular attention should be given to the youth organizations. In the past many have followed the school in organizing special homogenous groups for special education children, such as Special Education Boy Scout Troops.

A list of these groups should be prepared and a determination made on the level of information each group needs to receive. For instance, a professional group of educators may need detailed statistical data. A PTA may need general information on student performance.

Gather Research Data and Existing Resource Room Program Information

A wealth of information is beginning to emerge in regard to the efficacy of self-contained special education classes as well as the concept of mainstreaming. This data will be helpful in clearly defining local needs, providing a basis for effective decision making and as a foundation for program acceptance.

Within the State of New Jersey several resource rooms or learning centers are currently operating. Data in regards to their development and operation can usually be obtained readily. The data from these operational resource room programs will be helpful in ascertaining the most effective strategies employed by these programs as well as a basis for avoiding many of the details other resource rooms encountered during their early development and operation.

A review of the literature will also greatly facilitate the planning and development of a resource room program. The N.J. State Department of Education, Educational Improvement Centers, County Superintendents' Offices, Special Education Instructional Materials Center, and the Special Education Departments of the State Colleges are excellent sources of research data and information on existing programs.

Develop Need and Feasibility Report

This is a critical activity. Here the change team must establish formally the need and the feasibility of implementing a learning center.

Although much of the current research being published and the experiences of many districts indicates that self-contained special education classes are not effective and may in fact be detrimental, it does not mean that all special education classes should be eliminated. Certainly many self-contained special education programs are effective and should not be eliminated or altered. Many classes may only require minimal changes in design. Therefore, before proceeding to implement a learning center the change team must clearly define the need and determine the feasibility of the alternative program.

Before committing a district to expending its available resources, the team must determine that it is feasible to implement a learning center. Without the proper facilities, sufficient staff, and appropriate funding, a learning center could readily present critical needs. Utilizing the research data literature, program evaluation and resource assessment, a report should be prepared for both the Board of Education and the community at large which clearly establishes the need and feasibility. The report should be conclusive in terms of the previous activities and also present brief description of the alternative program and projected implementation strategies.

Development of Acceptance Finding Strategies

A previous activity indicated that the groups to receive information should be determined. In this activity we now have to determine the most effective methods for informing these groups and obtaining acceptance of the proposed program. Depending upon the involvement of the group and/or the impact the program will have on the group, several methods may have to be employed. For example, the PTA may be informed through a brief printed description of the program or through a speaker at a meeting describing the program. The Board of Education will undoubtedly require a well planned program presentation, a complete program proposal or report and continuing reports of progress throughout the development of the program. The community at large may merely be informed through the press release, community oriented radio programs and/or through guest speakers at community organization meetings. Presenting the program to the parents of the children to be served may necessitate a series of "coffee klatch" meetings.

Acceptance finding strategies to be employed with the teaching and administrative staff may be conducted through formal staff meetings or through informal teachers room discussions.

Properly planned and developed acceptance finding strategies are directly pertinent to successful implementation of a program. Poorly informed critics can be extremely detrimental to any proposed program change. Careful consideration should be given to how, when and whom.

Implementation of Acceptance Finding Strategies

Once the acceptance finding strategies have been determined and developed, the strategies should be initiated and conducted as planned. A calendar of acceptance finding activities may be useful in organizing the management of these activities and ensuring that all groups have been considered. All acceptance finding activities should be evaluated in terms of acceptance obtained, and the need for continuation and/or additional acceptance finding strategies.

Orient School Staff

While the school staff has been considered in terms of acceptance finding, it is imperative that they be extremely knowledgeable of and hopefully involved in the specifics of the proposed program. The entire school staff, inclusive of regular, special, supplemental and support staff should be fully informed of the assessment methods, feasibility report and proposed plan, how it will effect them, and the anticipated support services that will be provided. An opportunity for input into the proposed plan should be provided to the entire staff through both general reactions and voluntary involvement in developing the program.

Remember, that both the most dangerous critic comes from within a group and people tend to defend what is theirs.

Obtain Formal Administrative and Board of Education Approval for Program Development

It is extremely important that the proposed plan be formally accepted by the administration and the Board of Education. Mutual agreement regarding the specifics of the proposed plan and program development activities should be reached and documented to the extent that everyone is fully informed of the context of the program and its effect upon the school program. Upon agreement of the specifics, the Board of Education at a regularly scheduled meeting should formally commit the district to the proposed plan.

Develop Program Planning Committee

A program planning committee composed of administrative staff, general education staff, and special education staff should be organized. This committee should meet periodically to facilitate program development in terms of conducting specified tasks, review of progress, and input into future developmental activities.

While it is assumed that the major responsibility is conducting developmental activities, this committee will hopefully provide technical assistance to the change team. For organizational purposes, it is recommended that a member of the change team serve as chairman of the committee and schedule meetings on a functional basis.

Establish Citizens' Advisory Council

The acceptance and understanding of the learning center program by community at large is essential to its success. An Advisory Council, representative of the community, should be organized. The Council will serve as a means of informing the community of program progress and informing school officials of community information needs in regard to the project.

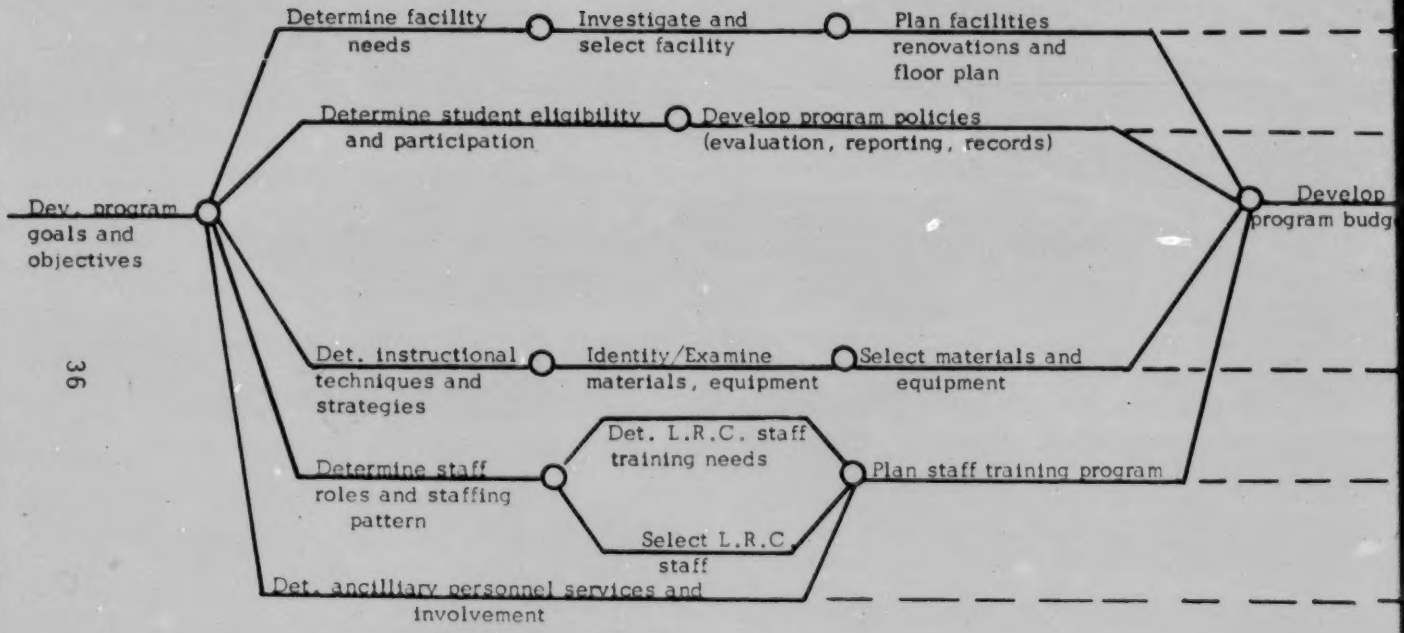
Composition and selection of members for this council should be determined by the Chief School Administrator. A member of the change team should serve as a resource person for this Council.

CHAPTER II

PROGRAM PLANNING AND DEVELOPMENT

PROGRAM PLANNING AND DEVELOPMENT

- Develop Program Goal and Objectives
- Plan Program Services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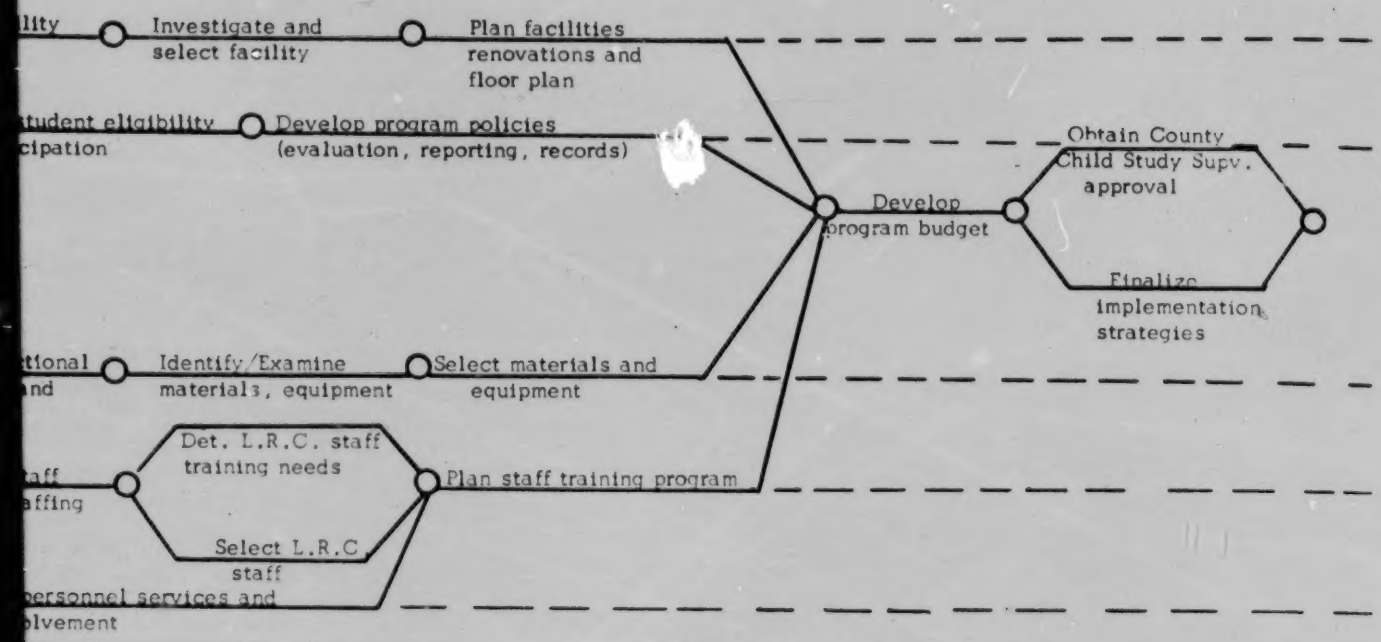


PROGRAM PLANNING AND DEVELOPMENT

Develop Program Goals and Objectives

The goals and/or objectives of the program should be developed by the change team with input from both the community and professional advisory groups.

It is extremely important that these be stated in precise behavioral or outcome terms in that they will serve as the basis for program evaluation. In developing these goals the change team must consider the philosophy of the district in relation to weaknesses of past programs.

Determine Facility Needs

The following must be considered in determining facility needs.

1. Number of students to be served
2. General characteristics of the classification to be served
3. The methodology for instruction, i.e. small groups, learning centers, etc.
4. Special requirements of multi media material such as availability of adequate electrical service.
5. Accessibility of the mainstream or general education facilities.
6. Accessibility to support services and personnel, i.e. remedial instructors, child study team, library or learning resource center, etc.

Investigate and Select Facility

Based upon the ascertained facility, needs criteria for facility selection should be established. Available and/or potential available facilities should be examined in reference to the facility criteria. Consideration should be given not only to available facilities but also to facilities that could best serve as a resource room if arrangements to transfer and/or modify the program presently be conducted within the facility, i.e. modifying the library operation to accomodate the resource room. In an effort to avoid unnecessary facility moves, careful consideration should be given to the selection of a facility in reference to long-term use.

Plan Facility Renovation and Floor Plan

The planning and renovation of a facility may require the input of personnel not directly involved in the program planning. Such personnel may include the district librarian, media specialist, and electrician or carpenter, the building custodian and others.

A tentative floor plan based upon the criteria pertaining to facility needs should be developed by the change team and presented to the aforementioned personnel on either an individual or group meeting basis. Modifications in the floor plan should be made as deemed appropriate and a finalized floor plan developed.

Costs for the proposed renovations should be determined and a renovation budget established. Both the floor plan and budget should then be submitted to both the administration and board of education for their approval.

Determine Student Eligibility

A learning center cannot deal with all of the special education classifications. A definite statement of which classifications and under what circumstances a student is eligible for the center's program is needed.

Theoretical discussions frequently arise when determining the eligibility of students, particularly when considering eligibility by classification or eligibility by student performance. Eligibility should, in the philosophical sense of mainstreaming, be a consideration of student performance.

This statement should include the specific procedures for placing students in the learning center.

Develop Program Policies

When initiating a new program, obviously program policies will have to maintain some degree of flexibility. However, policies regarding the operation of program should be established recognizing that some undoubtedly will have to be modified. The primary purpose for establishing program policies is two-fold. One, well defined established policies tend to increase the potential for program success in that they usually reflect considerable thought in regards to how the program should function. Secondly, these policies serve to clarify any ambiguities, misconceptions and misunderstandings that exist.

An example of program policies to be considered include policies related to referral, placement, scheduling, evaluation, grading, reporting, record keeping and general responsibilities.

Once the eligibility criteria and policies have been established and appropriately approved, it is recommended that the school instructional staff be informed regarding the program policies.

Determine Instructional Techniques and Strategies

While this has somewhat indirectly been considered in determining facility needs, it is essential that extensive consideration be given to the determination of instructional techniques and strategies. What specific instructional techniques will be employed? Will diagnostic/prescriptive teaching, precision teaching, behavior modification, learning activity packages, etc. be employed? Decisions on instructional techniques will greatly influence the selection of instructional materials. A thorough examination of the various techniques, through a review of research results, contact with, and observation of programs now employing the techniques that appear to be pertinent, and an analysis of the evaluation results of these programs, should be extremely beneficial in the program's instructional approaches and techniques.

Identify and Examine Materials and Equipment

A wide variety of materials related to specific instructional techniques and suited for utilization in a learning center are available. The SEIMC (Special Education Instructional Materials Center) house a large collection of material which is available for short term loan. Additionally, many of these centers maintain a collection of company catalogs and related purchase ordering information. Contact with and visitation to the center is strongly recommended.

Another alternative to visiting the center is to schedule a specified time duration whereby competitive companies present their materials to the change team and instructional staff.

Most commercial companies and sales representative will provide either specimen or sample materials or the actual media or material on a free loan basis.

Select Materials and Equipment

In selecting media and materials, the purchaser should in every case require the company sales representative to provide evidence of product effectiveness based on field testing and/or information related to durability. Unfortunately, too often media and materials are selected and purchased from catalogs, sight unseen. This approach in selecting materials frequently results in inappropriate materials that are limited in use.

An advisable approach to selecting media and materials would be to purchase only very basic equipment and materials initially and then continuously select and order materials based upon identified instructional needs. This approach, however, necessitates that the board of education be willing to appropriate funds for expenditure throughout the year.

A thorough investigation of the school (closets, storage areas, etc.) may provide some of the desired materials and equipment.

Check with the librarian or media specialist before doing any ordering. The following media and materials are offered as examples only:

Hoftman System Reading Program

Responsive Environment Corporation - Talking Page

Lyons Carnihan Games

S.R.A. Reading Laboratories

S.R.A. Word Games

Peabody Language Development Kits

Sullivan Buchann Programmed Reading

S.R.A. Math Involvement Kits

Select Materials and Equipment (Continued)

S.R.A. Math Application Kits

Random House Mathematics Program

Random House Reading Program

Audio Flash Card Reader

Systems 80

Graflex Study Mates

Hitachi Playback Units

Acoustifone Listening Center

Fountain Valley Diagnostic Language Arts Program

Key Math Diagnostic Test

Determine Staff Roles and Staffing Pattern

Staff roles and organizational patterns will be determined by the number and types of students to be served (student eligibility). Caution should be taken to insure that staff/student ratios are in compliance with state regulations governing special education programs.

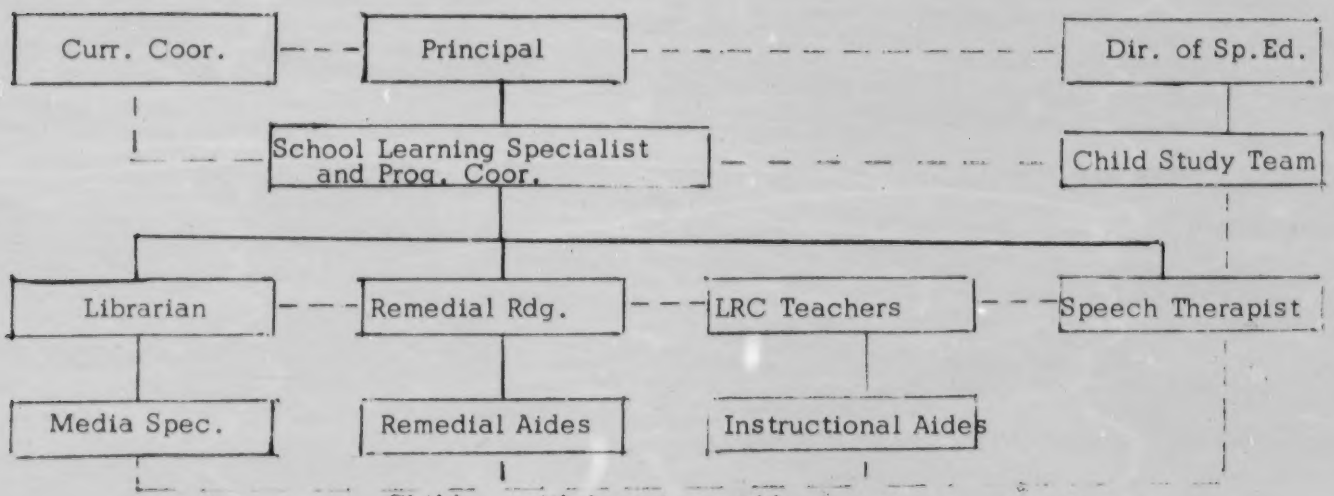
Defining staff roles and an organizational pattern ensures that everyone will be clearly knowledgeable of their responsibilities and relationship with colleagues.

Qualifications should be determined for each staff position.

Whenever feasible, the relationship of support, adjunct, or related personnel should be included in the staffing pattern.

Ideally all personnel who provide services to children with learning difficulties should be included in the staffing pattern of a learning center or resource room program. This would include such personnel as remedial instructors, reading teachers, speech therapists, instructional and clerical aides and any others employed as supplemental services.

The following represents an example of a staffing pattern, but should not be construed as a model:



and examples of role descriptions:

Position: School Learning Specialist or Program Coordinator

Qualification: M.A. in Special Education or Learning Disabilities

Role Description:

15% Supervise learning center staff

60% Diagnose and prescribe for students

5% Maintain records for administrative and evaluative functions

5% Consult with child study team

5% Assist in inservice training and curriculum development activities

10% Conduct student guidance activities

Select Learning Center Staff

Staff should be employed and/or assigned based upon the qualification criteria and the role description. Hopefully also the expertise of personnel will substantially contribute to the selection of staff.

In most cases the personnel to be considered will have neither previously functioned in a team approach nor been trained to do so. Careful consideration must be given to the compatibility of personnel on both a personal and professional basis. Individuals who have related very well teaching side by side in a self-contained program may find out when functioning as a team that their philosophies and instructional approaches are totally incompatible.

Determine Learning Center Staff Training Needs (and Regular Classroom Teachers)

While many of the staff members and classroom teachers will be experienced personnel, they may not possess some of the skills and competencies required to effectively function in a learning center or in the case of the regular classroom teacher effectively help the student in a large group setting.

These training needs may encompass such areas as diagnosing learning difficulties, constructing learning packages, dealing with dissruptive behavior, behavior modification techniques, use of instructional equipment, and so forth. Assumptions should not be made regarding the abilities of personnels to perform within either the learning center or the regular classroom.

In reference to personnel functioning as a team, it may be necessary to include human relation activities such as role playing, communication exercises, etc.

Determine Learning Center Staff Training Needs (Continued)

The identification of staff training needs can become a very delicate area to deal with. The least "threatening" approach may be to request that the personnel themselves identified their own training needs in terms of both group and individual training.

Determine Ancillary Personnel Services and Involvement

Ancillary services are represented by those personnel not directly responsible for the instructional program but ascertained in the staffing pattern as having a relationship to the program. They may include the physical education instructor, child study team, parent volunteers, curriculum coordinator, as well as others. The type and level of involvement should be determined so that the program's staff can become fully aware of the supportive services and consultive assistance available to them. These ancillary personnel may also be of assistance in planning and conducting the staff training program.

Plan Staff Training

Staff training should be both pre-service and in-service and to some degree involve the total school. The program staff, based upon the ascertained needs, should to whatever extent possible receive the necessary training prior to implementation of the program. Continuous inservice for both the classroom teacher and program staff is crucial if the program is to be successful.

The following inservice "work breakdown" structure may be of some assistance in planning a program.

Activities	Target Date
1. Plan Inservice	
a. Establish Planning Committees	
b. Schedule Planning Committee Meetings	
c. Identify/Analyze Training Needs	
d. Select dates and sites	
2. Develop Program	
a. Select Program Format	
b. Select Consultants	
c. Schedule Consultants	
d. Prepare Printed Material	
e. Publish Printed Material	
f. Package Printed Material	
g. Inform Participants	
h. Determine A.V. Needs	

Plan Staff Training (Continued)

Target Date

i. Schedule A.V. Equipment

j. Schedule Refreshment

k. Develop Evaluation Inst.

l. Prepare Site

m. Other

3. Conduct Inservice

a. Register Participants

b. Distribute Printed Material

c. Complete Consultant Forms

d. Other

4. Evaluate Program

a. Distribute Instrument

b. Collect Instrument

c. Tabulate Response

d. Disseminate Findings

e. Other

NOTE: In addition to the program designed to address the identified needs, the center's staff and regular classroom teachers will need to become familiar with the special education students assigned to them. Time to review student records should be provided.

Develop Program Budget

While budget expenditures have been considered, i.e. facilities renovation, staff training program, staff employment, etc., it would be advisable to construct as nearly as possible an accurate program budget. The program budget will serve as a basis for providing information to the County Office of Education and the Board of Education, and provide a basis for evaluating the cost effectiveness of the program.

Obtain County Child Study Supervisor Approval

When possible, the County Supervisor of Child Study should be involved with the change team from the time of their appointment. This person represents an extremely valuable resource. All programs must be approved by this individual prior to implementation and therefore continuous involvement would be advisable. In many instances the County Office of Education has developed an application for learning center or resource room approval. The change team should obtain a copy of this application before planning the program.

Finalize Implementation Strategies

REVIEW THE PLANS!

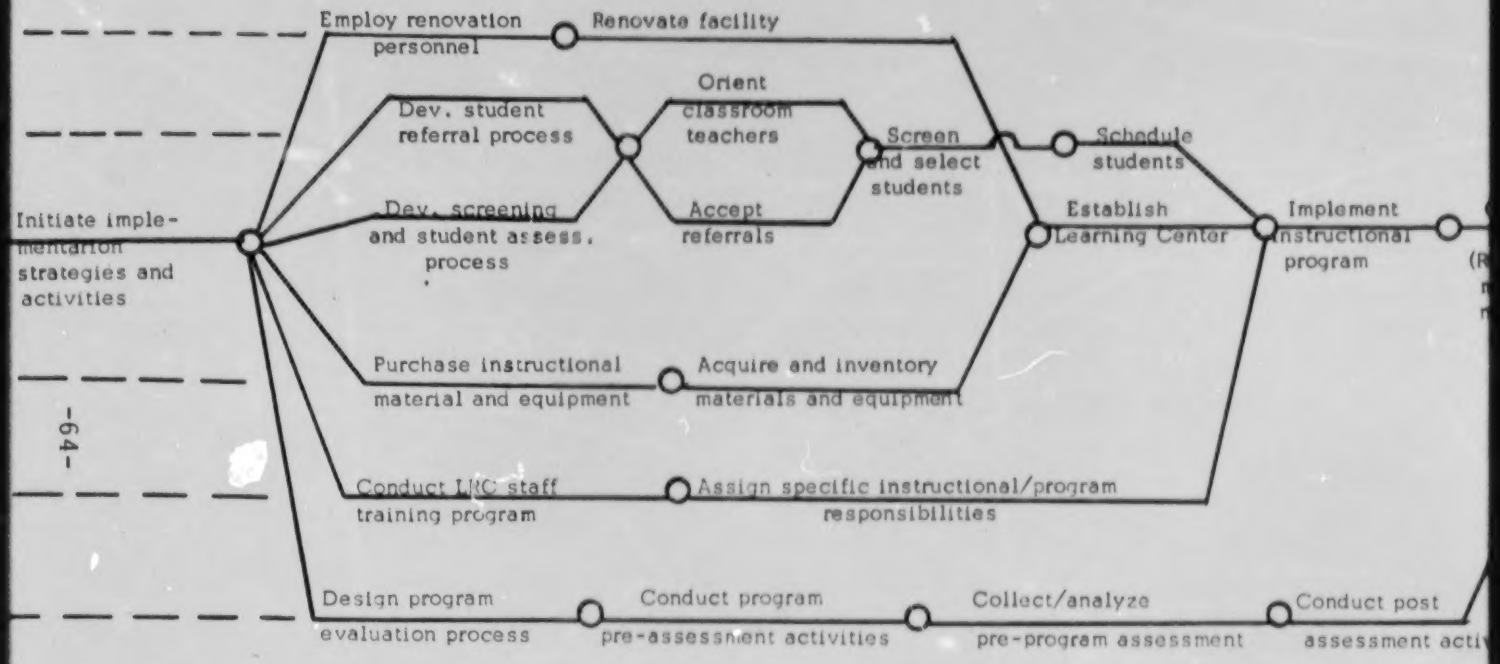
HAS EVERYTHING BEEN CONSIDERED?

CHAPTER III

PROGRAM IMPLEMENTATION AND OPERATION

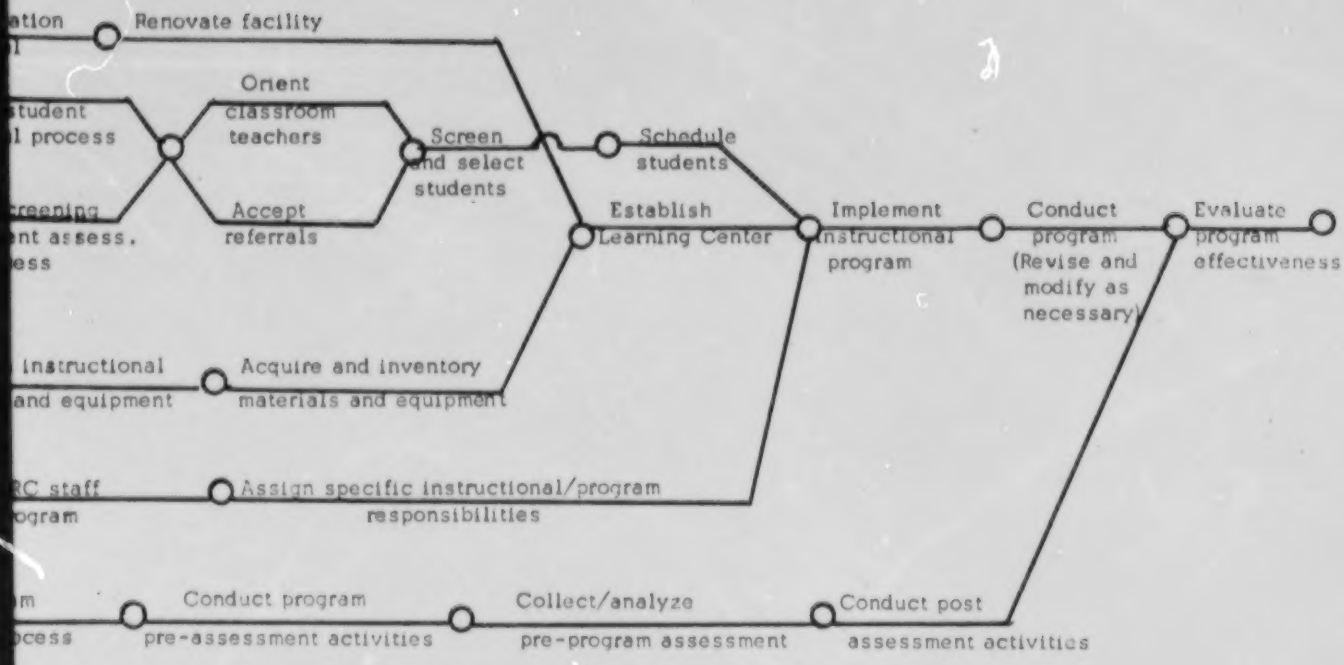
PROGRAM IMPLEMENTATION/OPERATION

- Conduct Program Implementation Activities
- Conduct and Evaluate the Program



PROGRAM IMPLEMENTATION/OPERATION

- Conduct Program Implementation Activities
- Conduct and Evaluate the Program



Initiate Implementation Strategies and Activities

Once the basic implementation strategies have been thoroughly considered as finalized, it merely becomes a matter of initiating the defined activities. However, a word of caution is necessary. All too frequently program planners spend considerable time planning and then begin to proceed to implement the program through a haphazard spontaneous approach disregarding the planned process. A continuous review and monitoring of the implementation plan and strategies will insure a "smooth" transition from the present program to the proposed program.

Employ Renovation Personnel

The board of education is ultimately responsible for employing personnel to renovate the facility. The board of education may be required to contract the renovations on a bid basis.

Whenever feasible, it will probably be more economical and efficient for school maintenance personnel to be involved in the facility renovation. This also provides for greater control of the renovation activities, particularly in terms of any additional modifications or changes in the renovation plans.

Renovate Facility

It is imperative that sufficient time for renovations be allotted. Nothing is more detrimental to a successful beginning than a facility not fully ready to accomodate a program.

Outside contractors do not always meet their projected completion dates. The change team should be quite involved in overseeing that the work is being completed on time.

Develop Student Referral Process

The learning center is primarily designed to serve special education students. However, in some cases it may be feasible for a center to serve a limited number of regular non-classified students. The nature of a program for regular students may be of enrichment or remedial purposes. It is advisable when feasible for a center to provide these kinds of service.

To insure that only those non-classified students who would profit from exposure to the learning center, a referral process should be developed. This process should include an information form on the student and a statement of exactly what is expected of the student during his time in the center.

Also, the change team needs to decide who will refer students to the center. Will referrals come directly from a classroom teacher, or from the child study, building principal, etc.?

Develop Screening and Student Assessment Process

While it has been generally ascertained what types of students are eligible, it now becomes necessary to develop a process for specifically determining which students can benefit from the services of the learning center or resource room. Certainly not all special education students and non-classified students referred can be successfully accommodated by the program.

In most instances this responsibility primarily rests with the child study team or learning specialist.

These personnel are very knowledgeable of screening and assessment instruments and, therefore, while screening and assessment is a vital component in implementing the program, it can usually be easily accommodated.

Orient Classroom Teachers

This activity is perhaps misplaced on the PERT chart. The chart indicates that this activity is only in regard to referral students and has a beginning and an end. Orientation and/or inservice programs for classroom teachers is most critical. The best method of orientation is continuous orientation.

The Winslow Plan for Inservice begins with a general meeting in September and continues monthly with small group or individual meetings with center personnel during the year. During the general meeting the policies and philosophy of the center are discussed. The monthly meetings focus on the needs of individual teachers in instructing special education students.

Accept Referrals

Utilizing the developed referral forms and procedures, referrals should be made to whatever extent possible prior to the program. However, like orientation referrals, must also be considered a continuous process.

Strict adherence to the referral process will reduce any potential friction regarding the "how", "when", and "who" referred "which" child.

Screen and Select Students

All eligible and referred students should be screened and an educational assessment made. Students selected for the program should be enrolled, a learning center roster and instructional prescriptions developed, teachers of students deemed as not appropriate for the program should be informed of the assessment findings and conclusion including the reasons for non-acceptance.

While this represents the initial programming of students, it should be construed as a complete program for the student in that additional periodical assessment will be required as well as weekly or daily assessments by the teachers in the center.

Schedule Students

The effective scheduling of students into the learning center can be a difficult task. Students in the Winslow Learning Center participate in center activities from 25% to 75% of the school day. They receive instruction in language arts and mathematics from the center staff. Social studies, science and special area subjects (art, music, physical education) are taught in the regular classroom. A student's schedule must be arranged so that his needs in language arts and math are met in the center and he is in the regular classroom for appropriate subjects. Additionally a student's schedule must be flexible. As the year begins, he may need to spend 75% of the day in the center. However, as the year progresses, this time may be reduced.

The Winslow plan for scheduling allows for monthly scheduling meetings with the learning center staff and the child's regular classroom teacher. During these meetings a student's schedule is adjusted.

These meetings are actually a part of the inservice program for regular classroom teachers. Not only is the child's schedule adjusted, but instructional objectives for next month are established and objectives from the previous month are evaluated. The child's strengths and weaknesses are discussed in detail. The learning center staff offers suggestions and materials to assist the classroom teacher. The inservice actually becomes a case study for each child.

Purchase Instructional Materials

Frequently more than one material or type of equipment will accomplish the same purpose. Also, the exact same instructional material and/or equipment may be available from different distributors. Compare costs regarding the best source of obtaining materials and equipment.

In terms of equipment, the servicing of equipment can become a major problem. Obtain assurance that the company or distributor from which the equipment is purchased can readily service the equipment. In some cases you may want to consider a service contract.

Often when materials and/or equipment are purchased in quantity or when a specific company order is of a substantial amount, the companies will provide a discount, or in the case of materials, free equipment. Inquire as to any company bonus or discount programs offered.

Also, request some form of assurances from either the sales representative or company, that the materials can be delivered by a specified date. Purchase orders are sometimes not completely filled and companies maintain backlog records. In order to avoid requisition problems, it may be advisable to stipulate that all unfilled orders or portions, therefore, be considered cancelled.

Acquire and Inventory Materials

Orders are sometimes placed with no record of what was ordered being kept. Maintain a master list or record on all orders placed. In acquiring materials check those received against the master list. In this way you will always have a continuous update of those items received and those items to be received.

One method of inventoring equipment and materials is through a card file system. The contents of the cards should include:

Name of item

Identification number

Description of item

Location of item

Contents of item

Company name and address

Date of purchase

Cost of item

Through this approach materials and equipment can be easily added to or deleted from the inventory. Also, in terms of replacing materials or parts, all the necessary ordering information is readily accessible.

Conduct Learning Center Staff Training Program

A pre-workshop briefing and post-workshop debriefing on a daily basis with the program planning committee and consultants is usually an effective technique for assessing the content and quality of the workshop as well as providing an opportunity for making any modifications in the program.

It may be beneficial to also include one or two of the participants to obtain their prospective on the day's activities.

One aspect of an evaluation of any workshop is to determine unmet and/or additional training needs. Part of the concluding workshop activities should be dedicated to determining the basis for future inservice programs. Involve the participants in the planning and tentative scheduling of continuous inservice activities either in conjunction with or in addition to the district's inservice calendar.

Assign Specific Instructional and Program Responsibilities

Based upon the previously established job and role description, and the staffing pattern all involved personnel should be made fully aware of their specific responsibilities.

Individual and group explanations of the assignments should be presented by the change team.

During the individual explanations, staff should be afforded the opportunity to thoroughly discuss and, by agreement, modify any unacceptable tasks responsibility.

Assign Specific Instructional and Program Responsibilities (Continued)

Each staff member should be made aware of how, when, by whom they will be evaluated, and what will be considered in the evaluation.

Levels of supervision and the "chain of command" should be clearly definitive and acceptable to all.

Design Program Evaluation Process

Previously the goals and program level objectives were established. Now it's necessary to determine the procedures which will be used to measure those goals. This will probably involve pre and post testing, sociograms, interviews, questionnaires, and behavioral inventories that measure self concept, social acceptance, and academic achievement.

Instruments that measure the program's goals and objectives will have to be collected and/or developed.

In addition, it must be determined who will do testing, how the data will be collected and analyzed, who will collect and analyze the data, and how the evaluative findings will be reported.

Establish Learning Center

All forms and schedules have been distributed appropriately.

All materials are inventoried and centers of instruction are established.

All staff are fully knowledgeable of the assignments.

All staff are well versed on the instructional materials they will utilize.

All parents are informed of the program.

All classroom teachers are prepared to assume their responsibilities.

All students are prepared.

ALL SET ?

Implement Instructional Program

Ready, Set, GO and

BEST OF WISHES

Conduct Program

Any ultimate ideal is probably unreachable.

Undoubtedly many operational modifications will have to be made. Flexibility will be a key ingredient.

Planned change is more effective than spontaneous haphazard change.

All programs need a system that will accommodate change and improvement.

Whatever the change process be (written recommendations, individual consultation, or group problem solving) establish planned procedures that facilitate program modification.

Conduct Evaluation Design

Evaluation is not totally a post program activity.

Most evaluation designs require that data be collected on an ongoing basis. Periodically review the evaluation design and data files to ensure that the data is indeed being collected.

Evaluate Program Effectives

Program evaluation serves two purposes: First, it provides the program planner or administrators with the necessary information for decision making; Second, it provides documentation of the program's effectives.

In the first instance analyzation of the data should be thorough enough that it allows for both overall and specific decision-making.

In the second instance it should be conclusive enough that program results can be validated.

The reporting of evaluative findings is usually vital to the continuation of the program.

The format for such reporting can be a deciding factor in program continuation. The evaluation report should be clearly understandable, concise, and evidence the conclusion drawn.

Allocate sufficient time for program evaluation.

APPENDIXES

A. New Jersey Mainstream Philosophy

B. General Descriptive Criteria

C. Guidelines For Resource Room Program

D. Program Approval Form

E. Resource Room Observation Form

APPENDIX A.

NEW JERSEY MAINSTREAM PHILOSOPHY

EXAMPLE - MAINSTREAM PHILOSOPHY

NEW JERSEY DEPARTMENT OF EDUCATION

The mainstream philosophy for the handicapped in New Jersey is based upon these major principles of educational practice:

1. All children should be provided all needed services to alleviate educational problems before being evaluated as a potentially handicapped child. Such services should include remedial reading, guidance and counseling, teacher and administrative program modification and aid.
2. Potentially handicapped children shall be provided a thorough and complete evaluation by a Basic Child Study Team, including a psychological evaluation, a social history evaluation, a medical evaluation and an educational and learning assessment. Only upon the conjoint agreement of these professionals can a child be considered handicapped under New Jersey Law (Title 18A Chapter 46). All school districts shall provide the services of a Basic Child Study Team to potentially handicapped children in the district.
3. The diagnosis and evaluation of a handicapped child has as its primary function the development of an educational prescription and an educational program plan under which the child's educational needs can be met. Classification shall relate primarily to the educational needs of the child.
4. All handicapped children should be served in a regular class (mainstream) program if their educational needs can be met within this setting.
   (a) The regular class (mainstream) program should be enhanced by the addition of supplementary educational instruction and/or participation in a Resource Room/Learning Center program to meet these ends.

(b) Every effort should be made to return the handicapped child to a program closer to the regular class (mainstream) wherever he is found on the educational program continuum.

(c) The ultimate success of the educational program will be to restore the handicapped child to a competitive, non handicapped status in the regular school program.

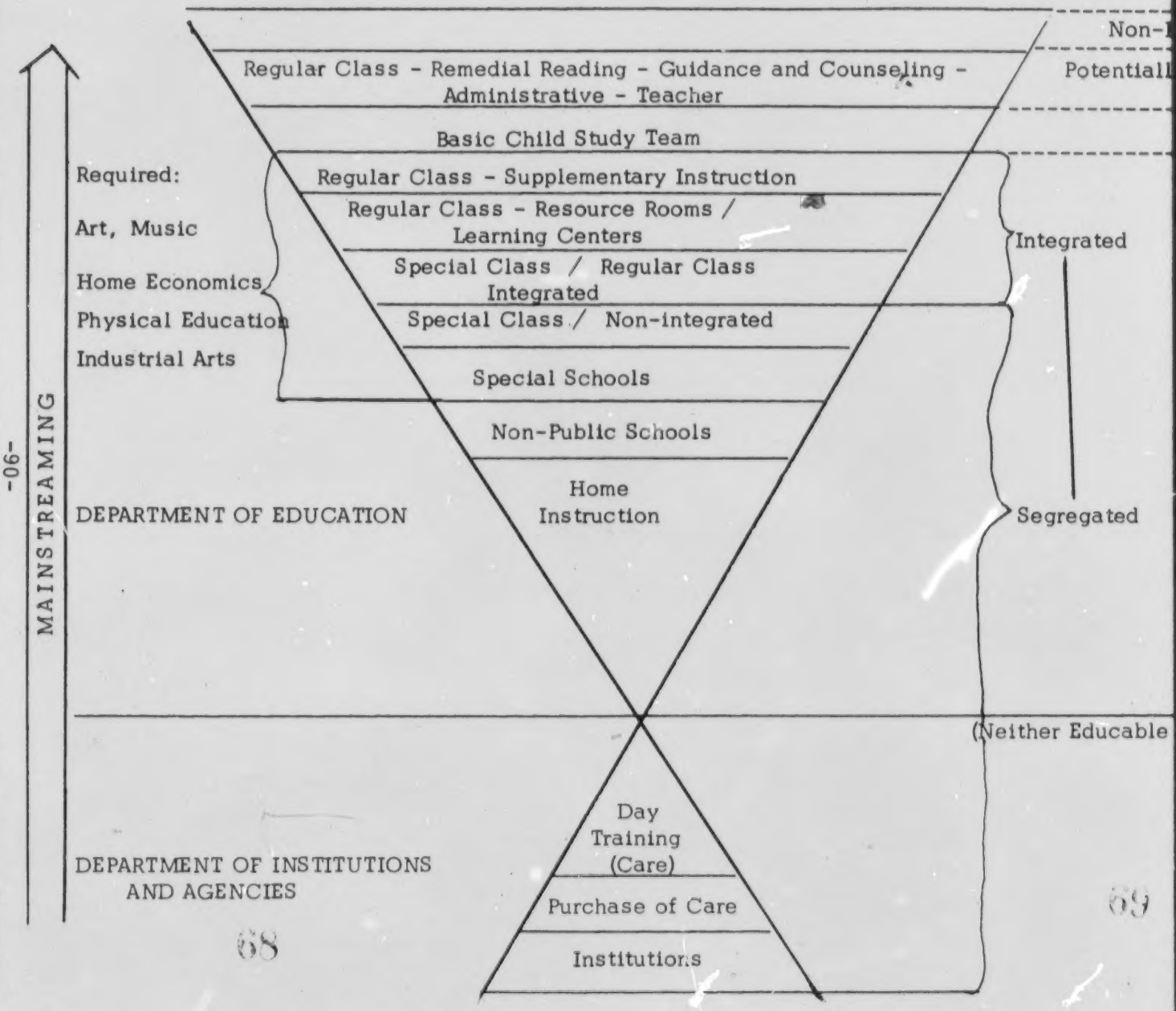
5. All handicapped children regardless of program will be provided the services of certified personnel in the areas of art, music, physical education, home economics and industrial arts when such services are provided to other children in the district.

6. All handicapped children shall have an opportunity to partake in educational experiences with non-handicapped school children, commensurate with their needs.

The above principles are presented in pictorial form as follows:

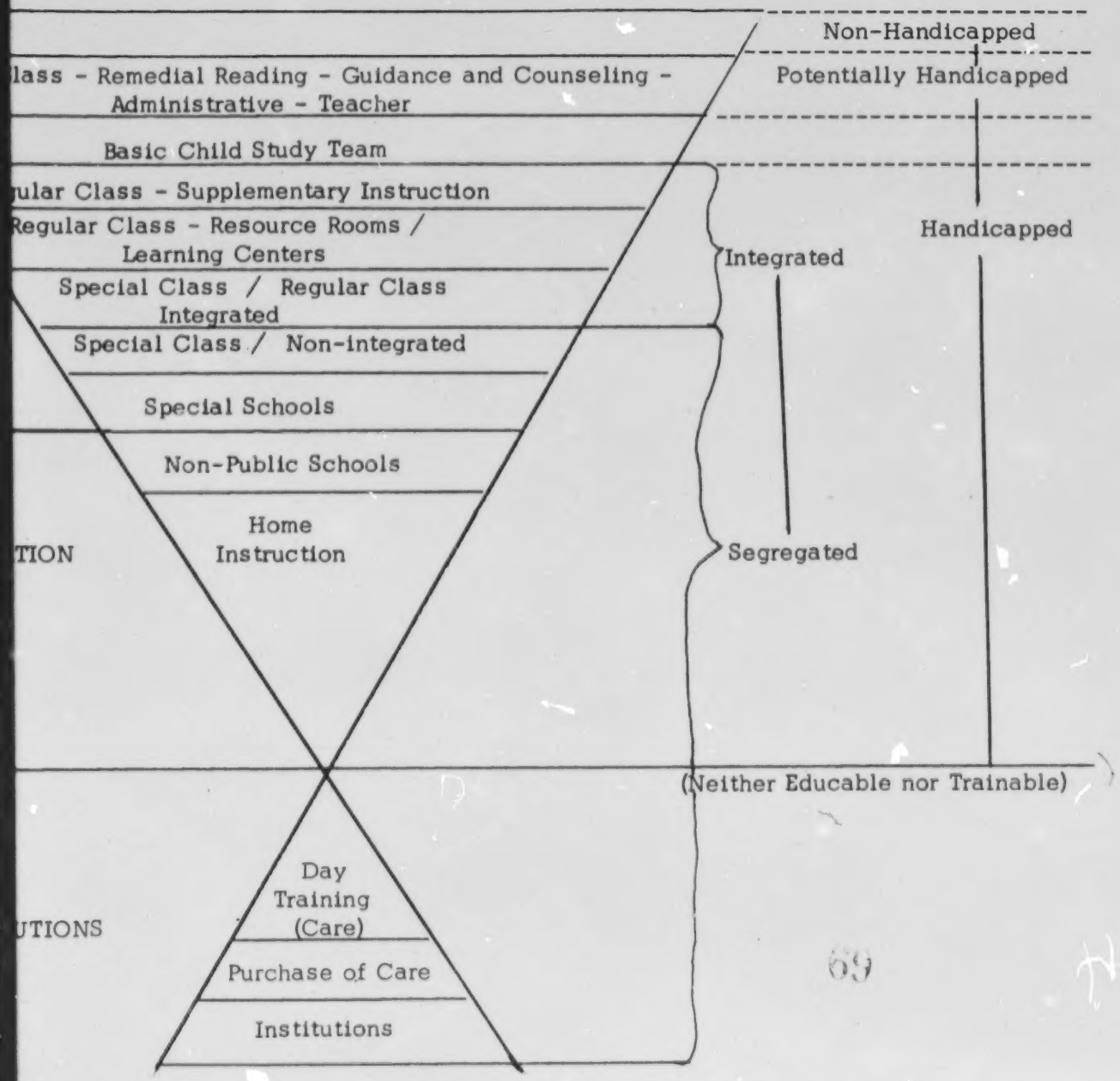
EXAMPLE - LEVELS OF MAINSTREAMING - NEW JERSEY PHILOSOPHY

MAINSTREAM PHILOSOPHY IN N.J.



AMPLE - LEVELS OF MAINSTREAMING - NEW JERSEY PHILOSOPHY

MAINSTREAM PHILOSOPHY IN N.J.



APPENDIX B.

GENERAL DESCRIPTIVE CRITERIA

EXAMPLE - PROGRAM POLICIES

GENERAL DESCRIPTIVE CRITERIA

FOR RESOURCE ROOMS

The resource room should be a standard classroom used as the base for the assigned resource room teacher and the location of materials necessary for the individualized programs for the children to be served.

The children served by the resource room should be on regular class registers.

The children served by the resource room should be placed in regular classes at their approximate chronological ages.

The children served by the resource room should participate with their chronological age peers in appropriate regular major academic classes as well as for the minor "special" subjects.

The assignment of children in and out of the resource room is the primary responsibility of the basic child study team in consultation with the school's teaching and administrative staffs.

The number of children in the resource room for instructional purposes should not exceed the maximum allowable for the category of handicap of the assigned children. In resource rooms serving children with different categories of handicap the maximum allowable for the category allowing the fewest children shall be the permissable number.

The daily academic scheduling of children in and out of the resource room is the joint responsibility of the resource room teacher and the regular class teachers.

The pattern of scheduling children in and out of the resource room should be flexible as to the numbers and lengths of the time periods for the individual children.

The time spent by handicapped children in the resource room should focus on remediation and/or compensation of their diagnosed educational handicaps, not simply below-grade-level academic tutoring.

The individualized educational plans for the handicapped children assigned to the resource room are to be devised by the basic child study team and implemented by the resource room teacher.

The specific instructional guide followed daily by the teacher and including such particulars as materials to be used should be devised by the learning disabilities teacher consultant in consultation with the resource room and regular class teacher.

The resource room teacher should hold certification for the area of handicap of the assigned children. It is preferable that the resource room teacher be experienced with the type of children assigned to the resource room.

The resource room teacher is responsible for implementing the individualized educational plans and, in consultation with the regular teaching staff, for monitoring the overall progress of the resource room children.

The resource room teacher is responsible jointly to (a) the building administrator and to (b) the Director of Special Education.

(a) for the organization of the daily routine and the behavioral management of the children.

(b) for implementing the individualized educational plan and for monitoring the overall adjustment and the progress of the assigned children.

The regular class teacher is responsible for all children assigned to him or her during a regular period of academic instruction. The child using the resource room is his/her responsibility when in his/her room.

APPENDIX C.

GUIDELINES FOR RESOURCE ROOM PROGRAM

EXAMPLE

GUIDELINES FOR RESOURCE ROOM PROGRAMS

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
Branch of Special Education and Pupil Personnel Services
Bureau of Special Education Services
225 West State Street
Trenton

GUIDELINES FOR THE RESOURCE ROOM

TABLE OF CONTENTS

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APPENDIX

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GUIDELINES FOR THE RESOURCE ROOM

I Description

The resource room plan provides for the handicapped pupils to be enrolled in the regular classroom where he would receive much of his instruction. The resource room would provide the special equipment and instruction that he needs to succeed in the regular grade. The pupil could receive either individual or small group instruction.

The resource room may serve pupils whose learning problems have a similar etiology, such as auditory. In other instances the resource room would accommodate pupils whose learning problems are due to different etiologies such as one classified as neurologically impaired, one as emotionally disturbed, and another as perceptually impaired.

II Eligibility for Program

Pupils are eligible for the resource room when they are appropriately classified according to the Rules and Regulations. A prescribed individual educational plan must be developed by the team which indicates that the resource room is the most appropriate program for the pupil.

III Schedule

The instruction time will vary with the need of the pupil. Scheduling should provide for the special needs of the pupil without jeopardizing his participation within the regular class. The resource and classroom teachers should jointly work out a program and a schedule based on the recommendations of the child study team.

The resource room schedule should allow for unassigned time for the resource room teacher to meet with the child study team, teachers, and parents, and to observe children in their regular classes.

IV Certification and Role of the Resource Room Teacher

The resource room teacher must be certified by the New Jersey Department of Education as a teacher of the handicapped. As a resource room teacher of visually or auditorially impaired pupils, additional training and an endorsement to the certification is required.

The resource room teacher must be prepared to give the pupil the assistance he needs in special areas, for example, braille if he is visually imparied; speech reading, auditory training, or language if he is hearing impaired; remediation of learning disabilities if he has learning problems. Also, he will tutor the pupil in the regular subjects and counsel him. He should be prepared to assist the regular teacher with the adjustment of the classroom to meet the needs of the pupil, and to help parents in understanding their child's learning problem. He should be included in all team deliberations when the pupil is being

considered for placement, reevaluation or termination. The learning disabilities teacher-consultant will work closely with resource teachers in carrying out team prescriptions, and as a liaison with regular teachers.

V Supervision

The resource room program should be part of the total special education program and supervised accordingly.

VI Special Services Personnel

All pupil personnel services of the district should be made available to the pupil in the resource room; these include psychological, social work, speech, guidance, etc.

VII Physical Facilities

The location of the resource room should be in a school that is appropriate to the population being serviced, i.e., elementary, middle, junior or senior high. The room should be large enough to provide space for special equipment and for the maximum group of pupils it will

serve. The environment, such as lighting and noise level, must be considered.

VIII Single District Resource Rooms

In single districts pupils may be transferred from the neighborhood schools to the designated "Resource Room School" within the district and enrolled in regular classes of that school.

IX Multi-District Resource Rooms

In this plan, one district becomes the receiving district for the resource room program. The pupils can come from a number of districts and are enrolled in the regular classes of the receiving district's schools.

X Number of Pupils Served

The number of pupils who can be served by a resource room will vary according to the severity of their problems and their individualized programs. It is possible that pupils with similar educational deficits could be accommodated for short periods of time in small groups.

The maximum number of pupils shall be designated in the plan and approved accordingly.

XI Approval

The resource room program shall receive prior approval by the County Superintendent (County Supervisor of Child Study) and the Bureau of Special Education when the school submits the plan which outlines the program.

The local district planning a resource room program shall submit a plan to the County Superintendent of Schools and the Bureau of Special Education and receive written approval prior to implementation.

Those districts now operating resource room programs must submit a plan to the County Superintendent (County Supervisor of Child Study) within the year in order to be approved as resource room programs.

XII Reevaluation

Pupils in resource rooms should be reevaluated according to the Rules and Regulations pursuant to Title 18A, Chapter 46, New Jersey Statutes (June 24, 1970).

XIII Reimbursement

Reimbursement for this program, like other special education programs, is 50% of the cost (as determined in the A4 Financial Report). Specific inclusion of the resource room in the A4 (Annual Financial Report) is necessary only to determine tuition for children received from other districts.

For tuition purposes, an hourly rate must be computed. Generally, this is achieved by dividing the total number of student hours into the total cost. Student hours are to be recorded on a supplemental record devised and maintained by the local district. The record must record individual student, date and time of participation from which total student hours may be summarized. Once the per hour rate is determined and applied to the number of hours each student participated, it will give the resource room cost to be charged for tuition purposes. This added to the elementary or secondary per pupil average cost will equal the tuition fee to be charged.

The sending district in this situation is eligible to apply for reimbursement only on that portion of the tuition charge that is directly related to the resource room. The elementary or secondary average per pupil cost is not reimbursable. For additional information, consult "Instructions for Completion of the Annual Financial Report" Division of Administration and Finance, New Jersey State Department of Education.

APPENDIX 1.

APPROVAL PLAN OF
A RESOURCE ROOM PROGRAM
FOR HANDICAPPED PUPILS

A program plan shall be forwarded to the child study supervisor in the county office two months before a program is initiated and shall include the following:

1. The goal and objectives of the program and how they will be achieved.

2. The organizational structure with the names of all personnel who will be attached to the resource room, including titles, certification, functions, and percent of time.

3. The location of the program, the name and type of school (elementary or secondary), and the school code.

4. Program policies including identification, admission, participation, on-going evaluation, reporting, and maintenance of records.

5. Description of services to be offered in the resource room.

6. Staffing schedule, including the resource room hours of the resource teachers and other personnel.

7. The attached background information form must be submitted for all the pupils referred to the program.

Appendix 2
NJDE 421-1(8/72)

State of New Jersey--Department of Education

Branch of Special Education and Pupil Personnel Services
BACKGROUND INFORMATION
ON CHILDREN ELIGIBLE FOR RESOURCE ROOM

NAME	ADDRESS	D/O/B	CLASSIFICATION AND DATE	TEAM MEMBERS	NAME OF CLINIC OR PHYSICIAN	DATE OF EVAL.	P...

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DATE _____

State of New Jersey--Department of Education

Branch of Special Education and Pupil Personnel Services

BACKGROUND INFORMATION

ON CHILDREN ELIGIBLE FOR RESOURCE ROOM

S	D/O/B	CLASSIFICATION AND DATE	TEAM MEMBERS	NAME OF CLINIC OR PHYSICIAN	DATE OF EVAL.	PRESENT GRADE OR PROGRAM	PRESENT SERVICES RECEIVING AND LENGTH OF TIME

APPENDIX D.

PROGRAM APPROVAL FORM

EXAMPLE - PROGRAM APPROVAL FORM

NEW JERSEY
STATE DEPARTMENT OF EDUCATION

REGION IV

RESOURCE ROOM PROGRAM

FOR

HANDICAPPED PUPILS

County

___ ATLANTIC
___ CAMDEN
___ CAPE MAY
___ CUMBERLAND
___ GLOUCESTER
___ SALEM

District _____ Code _____ School _____ Code _____

Date _____ School Year _____

Approval requested by: _____
(required annually)

1. Description of services to be offered.

2. Goals & Objectives.

3. Type(s) of Handicap to be Served.

4. Physical Facilities.

Regular classroom _____ Give dimensions and location

Other _____

5. Number of Children to be Served.

Total _____

Group Size _____

6. Ages to be Served.

7. Personnel

NAME	TITLE	CERTIFICATION	% OF TIME	FUNCTION AND RESPONSIBILITIES
	LDTC (Team)			
	Resource Teacher			

8. Policies and Specific Plans.

A. Identification Procedure:

B. Admission Procedure:

C. Participation (Regular Teacher, Special Teacher and Team Members)

1. Orientation
   Regular Teachers

   Special Teachers

   Parents

   Pupils

2. Conferences
   Regular & Special Teachers

   Teachers & Parents

D. On-going Evaluation (Team Participation)

1. Formal test first week

2. Teacher made tests

3. Anecdotical records

E. Reporting

F. Maintenance of Records (Who? Where? etc.)

9. Attach Background Information Form

10. Attach Schedule Form

11. Other Comments (use reverse side if necessary)

BACKGROUND INFORMATION ON CHILDREN
ATTENDING RESOURCE ROOM

TEACHER _____ DATE _____

AIDE _____

INDICATE EVALUATION BY DATE

GRADE	NAME	D.O.B.	D.O.C.	MEDICAL	PSYCHO.	L.D.	SOC.HIS.	PSYCHIA.	NEUROL.	OT

BACKGROUND INFORMATION ON CHILDREN
ATTENDING RESOURCE ROOM

_____ DATE _____

_____

INDICATE EVALUATION BY DATE

B.	D.O.C.	MEDICAL	PSYCHO.	L.D.	SOC.HIS.	PSYCHIA.	NEUROL.	OTHER	SUMMARY	CLASS.

APPENDIX E.

RESOURCE ROOM OBSERVATION FORM

EXAMPLE

STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION
225 West State Street
P.O. Box 2019
Trenton, N.J. 08625

RESOURCE ROOM OBSERVATION FORM

County _____ District _____ Date _____

School _____ Address _____

Teacher _____ Principal _____ Observer _____

What is the total number of children served currently? _____
What is the largest number of children present at one time? _____
What is the total of classified children served currently? _____
What are the classification of the handicapped children? _____
_____, _____, _____, _____, _____, _____, _____
What is the age of the youngest child? _____ YEARS _____ MONTHS
Oldest? _____ YEARS _____ MONTHS
What certification does the teacher hold? _____
How many years teaching experience does the teacher have? _____
In what areas is this teaching experience? _____
How many salaried aides are assigned to this program? _____
Are there any volunteer aides assigned to the resource room? _____
How many hours a day is the aide in the resource room? _____
What is the greatest amount of time a child spends in the resource room during one day? _____
What is the least amount of time a child spends in the resource room during one day? _____
What is the greatest number of times any child comes to the resource room in one day? _____
Is the resource room located in a standard sized classroom? _____
Who supervises the resource room program? _____
How many times per week does a member of the child study team visit the class _____, who _____?
Other than classroom visits, how often does a member of the child study team have a conference with the resource room teacher? _____

RESOURCE ROOM OBSERVATION FORM (Continued)

Is the individualized educational plan for each child available in the building in which the resource room is located? _____

Is the individualized educational plan on file in a central location _____, where _____?

Does the teacher make her own anecdotal records of the child's progress? _____

In what other way is the progress of the child recorded? _____

Did the resource room teacher participate in the initial designing of the overall resource room program? _____

What orientation is provided for the regular class teacher who will have a child using the resource room? _____

What orientation is provided for the parents of a child who will be using the resource room? _____

How often are parent-teacher conferences scheduled? _____

How is it decided to place a handicapped child in the resource room and not some other type of special education program? _____

Observer's general impression of the overall quality of the program?

Good _____ Adequate _____ Very Good _____